

Bibliotherapy Techniques and Self-Confidence of Students in Mafaza Orphanage Yogyakarta

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Abstract

Bibliotherapy techniques and self-confidence of students of Mafaza orphanage residents in Yogyakarta. Self-confidence is part of an aspect of human personality that has an important function to actualize one's potential. People who lack confidence can experience many problems because self-confidence is the most valuable attribute to a person in social life. This study aims to determine the effectiveness of bibliotherapy techniques in increasing the confidence of students living in orphanages. The research method used is quasi-experimental with one group pretest and posttest models involving 10 students who live in the Mafaza orphanage Yogyakarta selected through purposive sampling with predetermined criteria. Measurements were made using a confidence scale. Data analysis using Wilcoxon signed rank test different test and obtained results with a significant value of 0.005 with a value of $Z = -2.812$. These results indicate that there are differences in the level of confidence before and after the treatment. Besides that the mean value (average) before being given treatment was 93 to 104.5 after being given treatment. Through these results it can be said that the bibliotherapy technique can increase the confidence of the students of the Mafaza orphanage in Yogyakarta.

Keywords: Bibliotherapy Techniques, Self Confidence, Orphanage Students preliminary

Introduction

According to Hurlock, adolescence is said to be a transitional period, a transitional period, a period of change, a troubled age, a period of searching for identity, an age that creates fear, an unrealistic period and as a threshold of adulthood, because it does not yet have a handle, while its personality is still undergoing a development, adolescents are still not able to master their physical functions (Nuqman Rifai, 2015, p. 1-16). Teenagers are interesting phases of life to study. Rapid physical changes, inconvenience due to changing functions "one side is still considered small but the other side is considered to be large", the desire to "break free" with parents to join in a peer group (Farida, 2016, p. 1-16). Adolescents are vulnerable to various conflicts in their lives (Hasyim Hasanah, 2014, p. 55-72). Adolescence is considered by most people as a very complicated period.

Teenagers will become unstable figures, where he will try to find his true identity and is very easy to receive information from outside himself without further thought. Therefore the role of the family is very important in efforts to develop adolescent personalities, especially in terms of forming a sense of belonging, creating a sense of security, presenting love and developing good relationships among family members.

In fact, not all teenagers can live together with parents, not all teenagers have parents and not all teenagers can receive the full parental love, as teenagers who live in orphanages. Orphanage students are children under 18 who are taken parental rights from parents due to parental death or neglect (Katyal, 2015, p. 323-327). Activities at the orphanage focus on meeting collective needs, especially daily material needs, while emotional and developmental needs are of little concern (Mazaya & Supradewi, 2019, p. 103-112). They are far from the love of parents and relatives and relatives. Children who are separated from their parents often have low self-concepts (Katyal, 2015, p. 323-327).

Many adolescents cannot achieve happiness in their lives because of their inability to adapt, both adaptation in the environment, school, and society in general. The emotional needs and development of orphanages are often overlooked (Mazaya & Supradewi, 2019, p. 103-112). Lack of interaction with close family; limited access to interactions with the surrounding environment; and low attention to emotional and developmental needs, causing orphanage students to experience stress; worry; and loneliness (Katyal, 2015, p. 323-327).

In research conducted by Adrianus Yofanto Angi Piran, one of the problems at the orphanage is the level of self-confidence of adolescents who are at a moderate level (Andrianus et al., 2017, p. 578-597). Research was also conducted on a teenager who lived at the Aisyiyah Orphanage in Koto Tengah Padang Branch. It was obtained that the teenager wanted to feel the attention of parents, most of his friends looked down on him, sometimes there was discrimination from friends at school, sometimes there were people who shouted as orphans (Monalisza & Neviyarni, 2015, p. 77-83). One strategy that can be done to increase self-confidence is by using cognitive therapy. Referring to several studies that have been done, cognitive therapy is effective in increasing self-confidence (Adib Asrori, 2015, p. 89-107). Bibliotherapy has been proven to increase self-confidence like the research conducted by Suprihatin (Suprihatin, 2016, p. 135). According to Samuel Crothers in 1916, bibliotherapy was used to describe the use of books as part of the counseling process through cognitive-behavioral approaches. Through books can help in changing the thoughts, feelings and behavior of readers. But this technique is not limited to books. Videos and films can also be used during bibliotherapy (Bradley, 2017).

Another study was carried out by Nisa Sagala Br entitled Bibliotherapy in Improving Youth Learning Motivation in the Nologaten Smart Cakruk Community Reading Park (Nisa Sagala Br, 2017). This research is a qualitative study regarding the application of bibliotherapy. The stages are divided into 4 namely identification, selection, presentation and follow-up. Bibliotherapy is also effective in changing students' self-concepts such as research conducted by Ardo Trihatoro, Dede

Rahmat Hidayat and Indira Chanum, entitled *The Effect of Bibliotherapy Techniques to Change Student Self-Concepts (Quasi-Experimental Study on Class VIII Students of SMP Negeri 2 Tangerang)* (Ardo Trihartanto, Dede Rahmad & Indira Chanum, 2016, p. 8-13). The results showed that bibliotherapy had a positive effect on changes in students' self-concepts. Other studies also explain that bibliotherapy is an acceptable and beneficial adjunct therapy for patients with cancer experiencing anxiety, depression, and ineffective coping (Ryan Malibiran, Joseph D. Tariman & Kim Amer, 2018, p. 377-380).

As the results of research conducted by S. Khorriyatul Khotimah, Mohamad Ivan Fadhli and Yasin Habibi in their journal entitled *Improving Academic Honesty: Effectiveness of Classroom Developmental Bibliotherapy in Learning* (S. Khorriyatul Khotimah, Mohamad Ivan & Yasin Habibi, 2017, p. 90-102). The study discussed CDB activities which in fact could strengthen students' academic honesty. Another study conducted by Erna Labudasari entitled *The Role of Bibliotherapy in Overcoming Student Problems* (Erna Lubudasari, 2018, pp. 38-46). Other than that, bibliotherapy can assist children and youth (3–18 years old) in healing and developing effective coping skills after they experience trauma (Dawn De Vries, Zoe Brennan, Melissa Lankin, Rachel Morse, Brandi Rix, Teresa Beck, 2017, p. 48–74). The result of bibliotherapy provides an opportunity for students to overcome problems in school by comparing problems and how to solve these problems as contained in the book and even develop the best problem solving version of them. From some of the above studies the authors are interested in using bibliotherapy techniques to increase the confidence of students in the orphanage of Mafaza Yogyakarta.

Method

This research is an experimental research with quasi experiment design. Quasi experiments can look like real experiments, but they lack one or more important elements in an experiment, such as predecessor manipulation or random assignment. This design can be used to explore the effects of different treatments on pre-existing groups of subjects or to investigate the same types or naturally occurring events, characteristics, and behaviors that we measure in correlational studies. Quasi experiments compare groups of subjects who seek change over time in the same group of subjects (Anne Myers & Christine H. Hansen, 2012).

The quasi-experimental design that the researchers used was One-Group Pretest-Posttest Design. In this design the researcher will only use one group of subjects as an experimental group that is doing a pretest, giving treatment, after which the subject is given a posttest. Determination of the subject in this study using a purposive sampling method. Research subjects are the main source of researchers. The population of students in the Mafaza Orphanage is 110 students. The characteristics of the subjects in this study are students who have not even one year of staying at the Mafaza Orphanage, students who have less confidence, as evidenced by the results of the pretest and recommendations from the orphanage and students are willing to become research subjects by following research sessions starting from beginning to end. The orphanage students who were the

subjects of the study were 10 students who had the lowest level of self-confidence compared to other students.

The instrument in this study was a questionnaire using a Likert scale with alternative answers 1 to five, starting from Very Appropriate, Appropriate, Neutral, Unsuitable and Very Inappropriate. The confidence scale was tested on students who lived in orphanages that were different from the orphanages where researchers conducted research. The number of subjects conducting a trial scale was 53 people. The trial lasts for 30 minutes.

The validity test in this study used SPSS version 16. The number of items on a scale of confidence was 48 items. After being tested, invalid items total 19 items, and valid items refer to 29 items. Furthermore, a valid item is used to measure confidence in research conducted as a pretest and posttest. While the reliability scale using the Cronbach's Alpha test shows the confidence scale has a reliability value of 0.869. With the results of this reliability, this confidence scale can be said to be reliable. The reliability score moves from 0 - 1. The scale should have a reliability of 0.9. Although the score cannot be achieved, at least 0.8 (Jelpe Periantalo, 2015). The scale reliability value is included in the high reliability criteria. The analysis of the data used in this study is Wilcoxon analysis. While the statistical tests were carried out using the help of the Statistical Product and Service Solution (SPSS) version 16 program.

Theoretical review

Bibliotherapy according to Eva Imania Eliasa comes from the word biblu meaning book, and therapy which means psychological relief efforts (Ela Nurmala Sari, 2018). Samuel Crothes was the first person to come up with bibliotherapy. In 1916, Samuel described the use of books as part of the counseling process through the cognitive-behavioral approach. According to him the book can help in changing the thoughts, feelings and behavior of the reader. But he also stressed that this technique was not limited to books. Videos and films can also be used during bibliotherapy (Bradley, 2017). From this explanation, it can be concluded that bibliotherapy is not only limited to printed book literature, but can also utilize film and video to support the process of therapy to be more colorful. Especially for counselees who may not be too interested in reading, films and videos will be very helpful in the counseling process. Reading stories which are similar to the problems they might experience will make them feel that they are not alone or being left out in this world (Aziz, Yahaya, Sa'ari, Abidin, Radzi, 2018, p. 928-933).

Crothes explained that when someone reads a book, they will find themselves entering the world of the book, just as when they watch a good movie scene, they can explore the character of the player. When the actor feels sad or happy, the reader feels the same. Quality reading will develop new knowledge and ideas for life and accelerate the healing process that can enrich the personality of the reader (Bradley, 2017). Bibliotherapy is also called reading therapy. In the process of using bibliotherapy, someone who has problems is asked to read books that are helpful and motivate him to accelerate healing (Asep Solikin, 2015, p. 154-161).

Bibliotherapy is not only cost-effective and easy to administer but also an acceptable minimal intervention (Nicole, Virginia, Bethsheba & Annett, 2016, p. 588-594). Bibliotherapy is an effective and efficient approach for treating and helping to treat disorders and preventing and development of children and adolescent (Delghandi, Riahinia, Kadivar & Sarami, 2019, p. 233-245).

This bibliotherapy technique has certain goals. There are five goals that can be achieved by using Bibliotherapy techniques, which include teaching positive and constructive thinking, encouraging to express problems freely, helping clients analyze their attitudes and behavior, helping to find alternative solutions to client problems, and enabling clients to find that the problem is similar to other people's problems (Bradley, 2017). From the above statement it can be concluded that this Bibliotherapy technique has five goals namely so that the client can think positively and constructively, the client can convey the problem he is experiencing freely, the client is able to analyze the attitudes and behaviors that exist in him, the client gets several solutions to solve the problem and also makes the client understand that the problem he is experiencing is also experienced by others. According to Aiex in Oslam, there are five stages in the implementation of individual or group bibliotherapy techniques, namely motivation, reading, incubation, follow-up and evaluation (Marci A. Oslan, 2007).

Self Confidence

According to Lauster, self-confidence (self-confidence) is an attitude or a feeling of confidence in the capabilities possessed so that the individual concerned is not too anxious in every action, can be free to do things that are liked and responsible for all actions carried out, warm and polite in interacting with others (Lauser, 2012). Meanwhile according to Ghufron and Risnawati self-confidence is one aspect of personality in the form of confidence in one's ability so that it is not influenced by others and can act according to the will, happy, optimistic, tolerant enough, and responsible (Asrullah Syam & Amri, 2017, p. 91-102). So, what is meant by self-confidence in this research is a situation where a person is convinced of his abilities, so that he is able to deal with problems that come up, do not feel afraid and are not easily discouraged, can actualize the potential they have in order to be useful for themselves and other people.

Santrock said there are several factors that affect self-confidence, namely physical appearance, self-concept, relationships with parents, relationships with peers (Amanda & Ildhal, 2016, p. 43-52). Meanwhile, the Judge explained the sources of the cause of the feeling of lack of confidence, namely physical disabilities or disabilities, ugly, weak economy, social status, marital status, often failing, unable to compete, less intelligent, low education, environmental differences, not outgoing, unable face certain situations, difficult to adjust, easily anxious and timid, not accustomed, easily nervous, stuttering, poor family education, often avoidance, easy to give up, cannot attract people's sympathies and lose authority with others (Amanda & Ildhal, 2016 , p. 43-52). From some of the factors that can affect a person's confidence above, it can be concluded that there are internal factors, namely factors that come from oneself and there are also external factors that come from their environment. Internal factors include a person's perspective about themselves,

ranging from personality, attitudes, and appearance. While external factors are the influence of family, social, peers and education level.

According to Peter Lauster, a person with positive self-confidence has a self-contained aspect that is self-confidence, optimistic, objective, responsible and rational / realistic (Asrullah Syam & Amri, 2017, p. 91-102). Some ways to increase self-confidence according to Albert Bandura's theory, namely: making the experience of the present count for the future; modeling is observing people who managed to rise from failure. This will increase one's motivation and increase self-confidence; emotional awakening, the emotional condition of a person will affect the level of self-confidence. Strong emotions, fear, anxiety, stress can reduce self-confidence. Whereas on the contrary emotions that are not excessive can increase self-confidence; and neutralize tensions that arise in various situations (Dede Rahmat, 2011).

Discussion

This research is a quasi-experimental study comparing the value of the results of the pretest and posttest. The implementation of the pretest begins with the determination of the subject using purposive sampling, namely the determination of the subject based on the desired provisions, namely students who have not even one year of staying at the Mafaza Orphanage, students who have less confidence, as evidenced by the results of the pretest and recommendations from the orphanage, and students are willing to become research subjects by attending research sessions starting from beginning to end. Pretest activities are carried out to determine the level of student confidence from low scores to high scores. Based on the number of items the scale of self-confidence that is as many as 29 items, with a range of values from 1 to 5, a minimum value of 29 is obtained by multiplying the score 1 by the number of items 29. While the maximum value of 145 is obtained by multiplying the score 5 by the item's 29 jumlah. (mean) of 87 obtained by summing the minimum score and maximum score divided by 2. The standard deviation of 19.3 is obtained from the maximum score minus the minimum score divided by 6.

Based on the above calculation, obtained a high category of 20 students, a medium category of 25 students and a low category did not exist. From these results it can be seen that the level of self-confidence of students who become residents of orphanages, especially students who have not even one year of living in an orphanage is actually quite good. But there are still some students who have lack of self-confidence. After seeing the results of the pretest and discussing it with the board administrators, the researchers then made 10 students who had the lowest level of confidence among their peers as the experimental group. 10 subjects were chosen because the dynamics of the group when implementing treatment were more effective. The experimental group will be given treatment in the form of bibliotherapy. The initials of the ten subjects are PU, MK, MN, EP, SL, NH, M, LS, TI, and NA. The value of the results of the pretest activities are as follows:

Table 1 Pretest Results Scale for Self Confidence of Orphanage Students

No	Name	Gender	Pretest	Category
1	PU	Male	89	Average
2	MK	Male	94	Average
3	MN	Male	96	Average
4	EP	Male	98	Average
5	SL	Male	95	Average
6	NH	Female	95	Average
7	M	Female	94	Average
8	LS	Female	98	Average
9	TI	Female	81	Average
10	NA	Female	90	Average

After getting the results of the pretest, the researcher continued with the treatment. At this stage the researcher determines the implementation schedule. To carry out treatment researchers need 60 to 70 minutes each session. The quasi-experimental was conducted directly by the researcher himself, assisted by an observer from experts in the field of guidance and counseling. Bibliotherapy was carried out in 3 sessions, namely on 17 December 2019, 19 December 2019, and 21 December 2019. The treatment was carried out when students had finished school. The place to carry out treatment is in the hall room. The following are details of the implementation of bibliotherapy to increase confidence from the first meeting to the final meeting.

Table 2 Implementation of Bibliotherapy Techniques to Increase Self Confidence

No	Session	Steps	Description of Activities	Time Allocation
1	First session	Motivation	Introduction, motivation and ice breaking	10 Minutes
		Reading	Read "Everyone has strengths"	20 Minutes
		Incubation	Recollection of reading	5 Minutes
		Evaluation	Have a discussion	20 Minutes
		Follow Up	Conclude and evaluate activities	5 Minutes
2	Second session	Motivation	See the video "It's never too late"	10 Minutes
		Reading	Read "Stories from village children who are super-minded become super confident " and "The story of an eagle that misunderstood"	30 Minutes
		Incubation	Recollection of reading	5 Minutes
		Evaluation	Invite students to present reading results and help find new ideas	20 Minutes
		Follow Up	Summarize new ideas and evaluate activities	5 Minutes
3	Third session	Motivation	See the video "I can do it!"	10 Minutes
		Reading	Reading "The story of the prophet Musa(as)is unthinkable" and "Success with limitations"	30 Minutes
		Incubation	Recollection of reading	5 Minutes
		Evaluation	Presenting reading results	20 Minutes
		Follow Up	Summing up new ideas obtained during the	5 Minutes

The description of the implementation of Bibliotherapy activities are as follows:

First Session

Motivation

The first meeting held on December 17, 2019 was held in the hall. Researchers opened the meeting by saying hello. After that the researcher provides an opportunity for all students who are subject to introduce themselves. Students introduce themselves starting from the name, area of origin and nickname. Researchers explain several stages that will be carried out in this first meeting. Researchers also provide motivation for students to participate actively in activities. In order to break the ice, researchers invited all students to do ice breaking in the form of connecting words. All students follow it well.

Reading

After the motivation stage, continue with the reading stage. Researchers distributed modules containing readings entitled Every Person Has Strengths. The researcher gives time for students to read the story to the end.

Incubation

At the incubation stage the researchers asked all students to reflect on the contents of the reading that had been read. This process is done so students can live up to what has been read.

Evaluation

At this stage the researcher asked all students to discuss the results of the reading that had been read. At first the students remained silent and did not deign to express their opinions about the reading of each person has advantages. After the researcher appoints the first person to argue, finally the other students also actively participate in the discussion activities.

Follow Up

At this stage the researcher invites students to conclude and find new ideas from activities that have already taken place. After that, researchers together with students evaluate the activities. Evaluation in the form of suggestions for activities to run more exciting. Not forgetting the researchers reminded students that the second meeting will take place on December 19, 2019 in the same place.

Second Session

Motivation

At this stage the counselor opens a second meeting with greetings and asks for news from all students. After that researchers discussed a few meetings that have been past. To motivate students to be more colorful and interesting, researchers have prepared a video titled No Too Late a Word. The researcher asks that all students watch the video carefully. The video is about 5 minutes long. After the video has finished playing, the researcher explains the purpose of the video to students to be motivated to keep trying.

Reading

At this stage, the researcher asks students to read the readings contained in the module titled Stories from Village Children who are Super Minder so Super Confident. After finishing, students continue to read the reading entitled Misunderstood Rajawali. There are 2 stories that are read because they are related stories.

Incubation

After reading, the researcher asked all students to ponder the essence of the reading.

Evaluation

At this stage, researchers invite students to present the results of reading and pondering. All students are actively involved in this discussion. In addition, researchers also help students to find new ideas from activities that have just been passed to be applied to themselves.

Follow Up

At this stage, students infer new ideas that have been obtained from the results of joint discussions. After that the researcher and the students conduct an evaluation of the activities in the second session that was just held. The researcher also reminded all students to take part in the final activity which is on December 21, 2019 at the same place.

Third Session

Motivation

At this third meeting, the researcher opened the activity with greetings and encouraged all students. To add to the enthusiasm of students, researchers have prepared a video titled I Definitely Can. This video is a continuous video from the previous activity. The researcher asks students to pay close attention to the video being played. Dapun long video length of about 5 minutes. After watching the video, students look more enthusiastic in participating in activities.

Reading

At this stage, the researcher asks all students to read the readings in the module entitled The Story of the Prophet Musa as Unthinkable and Success with Limitations.

Incubation

At this stage, the researcher gives students time to ponder the reading results.

Evaluation

At this stage, the researcher concludes with the results of the reading entitled *The Story of the Prophet Musa (as) the unthinkable*. Students are also asked to give their views on the story of the prophet Musa As. After completion, the researchers continued to guide students to choose characters from the story titled *Success with Limitations* which they found most inspiring. After everything determines the choice, the researcher asks the students one by one to tell the reason why choosing the character.

Follow Up

At this stage the researcher invites students to find new ideas that can be applied to each of the entire process of activities starting from the first session to the third session. Before the study ended, the researcher asked all students who were subject to fill in the post-test of self-confidence scale. Posttest was conducted to find out the self-confidence score of the students in the orphanage after treatment. Before the activity ended, the researcher would like to thank the students who were willing to take part in the activity from beginning to end. The activity was closed with prayers and greetings.

This study uses two types of analysis. The first analysis is quantitative analysis. Based on the results of the implementation of counseling activities with bibliotherapy techniques obtained results from the pretest and posttest scores. The results of the pretest and posttest scores of the subject matter are as follows:

Table 3 Pretest and Posttest Research Subject Data Results

No	Name	Pretest	Posttest
1	PU	89	99
2	MK	94	108
3	MN	96	107
4	EP	98	107
5	SL	95	104
6	NH	95	110
7	M	94	109
8	LS	98	107
9	TI	81	87
10	NA	90	94

The results of the implementation of the pretest and posttest of the experimental group were further processed using the SPSS version 16 application. The method used in processing the data used the Wilcoxon signed rank test method to test differences in the values of interrelated variables. Thus we can find out information about the level of confidence of the experimental group before and after treatment.

Table 4 Wilcoxon Signed Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post – Pre	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		
a. Post < Pre				
b. Post > Pre				
c. Post = Pre				

The symbol N indicates the amount, the mean rank shows the increase in the mean, and the sum of ranks indicates the number of increases. The number of subjects was 10, the average increase was 5.50 and the number of improvements was 55.00.

Table 5 Statistics Test Results

Test Statistics ^b	
Post – Pre	
Z	-2.812 ^a
Asymp. Sig. (2-tailed)	.005
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the output table above, the results of the difference index (Z) = -2,371^a, while the significance level (p) = 0.005. It can be concluded that the proposed hypothesis is accepted because the value of $p < 0.05$ is 0.005. The difference index results show that the posttest group has a higher value because the result of the Z value is negative, which is -2.371^a. An increase in self-confidence scores can also be seen in the Descriptive Statistics table as follows:

Table 6 Descriptive Statistics Results

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Pre	10	93.00	5.142	81	98
Post	10	104.50	6.868	87	110

From the table above, it shows that there is a fairly good increase in the mean (average) score of the pretest and posttest scores, from 93 to 104.5. There is a proven improvement from the calculation using the Wilcoxon signed ranks test with the help of SPSS version 16 above, it can be concluded that the bibliotherapy technique can increase the confidence of the students in the orphanage.

The second analysis is a quantitative analysis that explains the condition of the research subject based on data collection techniques other than scale. The data is obtained from the results of observational analysis and interviews.

Observation Data

PU subject, based on the results of observations in the first session of activities, PU looks tense and scared. This can be seen from the look on his face that is gloomy and not smiling. During the discussion session he chose not to say much. He only answers questions when researchers ask. However, at the second and third meetings it seemed that they were willing to participate in the process and began to open up.

The subject of the Constitutional Court, based on the results of observations of the Constitutional Court was seen smiling and laughing at the first meeting. He was quite active in participating in the activity even though at the beginning he did not say much to express his opinion during the discussion session. At the next meeting he began to want to talk compared to other friends.

MN subjects, based on MN observations seen from the beginning of the meeting rarely spoke and only followed the instructions of the researcher. When asked to express his opinion he looked confused by shaking his head a lot and asking friends for help. But at the next meeting, they began to want to talk and began to think even though they were still seen speaking stammering.

Subject EP, based on the results of observations EP looks silent compared to his friends. When invited to speak, the EP was still quiet. This also happened during the discussion session and presentation in the next session. However, seen the development of his courage when expressing opinions.

Subject SL, based on the results of observations SL looks a lot of silence. The look on his face was a bit pale without a smile. But after the activity runs, he can begin to mingle with his friends and can follow the activity. At the next meeting, SL was seen to be more enthusiastic as evidenced by the earliest present. When the activity process is also quite enthusiastic in following.

NH subjects, based on NH hamir observations are the same as the others. He looked silent at the first meeting. But NH is a child who is quite critical and willing to argue. He seemed to enjoy the activity plus there was a video watching session which made him even more excited because he wasn't depressed anymore.

Subject M, based on observations M can follow the agony even though there are still many silent at the first meeting. He can blend in activities from beginning to end. When asked for opinions and discussions, M is quite active in asking and answering questions.

The subject of LS, based on the results of LS observations, does not seem to say much. However, he included students who are capable and clever in answering. This is apparent when researchers ask students to ask questions and answer. During the second and third meetings, they were more active than in the first meeting. It was proven when the researcher asked the question he immediately raised his finger up.

IT subjects, based on the results of IT observations, are students who are quiet and do not want to express their opinions. Even so, IT can still follow the activities well without making a noisy room. He is always present at meetings from beginning to end. IT is indeed the most silent student among his peers. His voice was very soft when speaking to the point that on several occasions he had to override answering because many friends did not hear when he spoke.

The subject NA, based on the results of observations NA looks happy smile when following the initial activities. NA is one of the students who is quite active in asking and answering in activities, both when discussing and preseting. Although at the beginning of the meeting there was not much talking, at the next meeting it was seen more talking.

Interview Data

The interview was conducted as an evaluation of the implementation of bibliotherapy that had been conducted. This interview is intended to obtain information directly from the subject regarding any changes that were felt after the implementation of bibliotherapy, as well as the difficulties experienced by the subject from the first meeting to the last meeting when conducting treatment. The analysis of the results of interviews with the research subjects as follows:

PU subject, based on the results of an evaluation interview with Public Works, he said "I was quite able to follow your activities from beginning to end, even though I actually spent quite a long time reading". He knew that in reading it could not be fast but he wanted to try. In addition he also said "I like the readings provided". In addition, he wants to try to reach his goals even though he still feels doubtful.

MK subject, based on the results of the Constitutional Court evaluation interview, he said "I feel happy to follow the activities from beginning to end". For him, much can be taken from the activities that have been carried out, "It just becomes bolder when I want to think in front of friends".

MN subject, based on MN evaluation interview results, he said that "Confidence is important to have someone". Although he realizes that he is still not very confident, after participating in activities he will try and try to increase his confidence according to some of the stories he reads. He said "I will continue to practice so I can be more brave sis"

The subject of the EP, based on the results of the EP evaluation interview said that "I am actually shy ma'am". When given the opportunity to express his true opinion he feels doubt and fear. He said "After participating in this activity I realized that every human being has their own advantages". He wants to try to achieve what he wants.

SL subjects, based on the results of the SL evaluation interviews, did not experience significant difficulties. He said that "I joined the activity even though I was lazy, but happy too". In addition he was able to digest every material discussed. He felt that he was indeed not a confident student, at the end of the conversation he said "I will try to develop my talents".

NH subjects, based on NH evaluation interviews, were happy to join the activity. NH said "I learned a lot from the beginning to the end of your activities". Confidence according to him is very important. He said "I believe that we ourselves need it, because with confidence I can develop the talents that I have". From some of the stories he read, he liked reading about everyone having their strengths. According to him everyone should be able to develop their potential and he wants to try to be better.

Subject M, based on the results of the interview M said "I like being more active and more critical in responding to something". He also tried to reduce the shy nature that still exists in him. That way he will be able to develop the potential he has.

Subject LS, based on the results of the interview LS said "After participating in counseling activities I became more confident". He felt no longer afraid in expressing opinions before many people. According to him this activity was quite meaningful for him because he was trained to bring out confidence.

IT subject, based on the results of the IT interview did not experience many changes. He still feels himself a shy person and hard to believe in himself. He said "I'm ashamed if you look at her" When interviewing with researchers he was quite fluent in speaking. That proves there is progress in him. However, he promised to try to develop the potential he has.

The NA subject, based on an interview with NA, did not experience any difficulties. NA can follow the activities well and she tries to be more active in each meeting. NA said "I feel I'm still lacking in self-confidence". He was still quite shy when asked for the first opinion in the group. But with that he felt challenged.

Discussion

This study aims to determine the effectiveness of bibliotherapy techniques to increase the confidence of students living in orphanages. This test is carried out with the aim to determine whether the confidence of students who live in orphanages can be improved by using bibliotherapy techniques. The measurement of the level of student confidence is measured using a scale that has been tested. In addition, the data was also strengthened by using observations and interviews from the treatment process.

At the beginning of the implementation of the pretest using a scale of confidence obtained results that of 45 students there were 20 students who had high levels of confidence and 25 students who had moderate levels of confidence. Of the 25 students who had a moderate level of confidence, the researchers chose 10 students who would be the subject of the study with the help of the administrators. These 10 students have the lowest level of confidence compared to the others. The results of data analysis from the implementation of this quasi-experimental study showed that there was an increase in self-confidence in students after taking bibliotherapy treatment techniques. This increase can be known from the results of quantitative data analysis using the Wilcoxon Signed Ranks Test. Based on the results of the output data, the results of the difference index (Z) = -2,371^a,

while the significance level (p) = 0.005. It can be concluded that the proposed hypothesis is accepted because the value of $p < 0.05$ is 0.005. The difference index results show that the posttest group has a higher value because the result of the Z value is negative, which is -2.371^a.

In addition, an increase in the results of self-confidence scores can also be seen in the descriptive statistics table which shows that there is a fairly good increase in the mean (average) results of the pretest and posttest scores, from 93 to 104.5. These improvements add to the hint that treatment using bibliotherapy techniques can increase student confidence. Based on the results of the quantitative analysis above, it can be concluded that all research subjects experienced an increase in self-confidence. This can be seen from the discussion of the tenth rank table subjects have increased even though the numbers vary. Teenagers who live in Mafaza Orphanage are children who have different backgrounds. Most of them come from low economic families. There are also students who come from broken home, orphans and orphans. This makes adolescents tend to shut down and lack of confidence when in the crowd.

Basically the use of bibliotherapy techniques to increase self-confidence is to invite students who have problems to find solutions to the problems they experience by taking the way that the characters do in reading. Crottes argues that when someone reads a book, they will find themselves entering the world of the book, just as when watching a good movie scene, they can explore the character of the player (Bradley, 2017). The use of bibliotherapy is intended so that students who are experiencing problems of self-confidence can find ways that other people do from a reading. This is in line with the opinions of Baruth & Burggraf, Graffin and Pardeck regarding the main purpose of bibliotherapy, which is to provide information about the problem, provide insight about the problem, stimulate discussion of the problem, communicate new values and attitudes, create an awareness that others experience similar problems and provide solutions to problems that are being experienced (Bradley, 2017).

Based on the results of the analysis it can be seen that in research using treatment in the form of bibliotherapy can increase student confidence, so that subjects who become the experimental group who follow the stages of bibliotherapy look to increase their self-confidence. The improvement is determined based on the results of the test using a confidence scale and is supported by the results of observations and interviews during the activity process. This shows that the hypothesis proposed by the researchers in this study is proven that the bibliotherapy technique can increase the confidence of the students in the orphanage.

Bibliotherapy techniques in this study function to help clients get a picture in solving problems. Clients can imitate things that the characters in the literature use in overcoming the problems they are experiencing. Bibliotrapi can also help clients overcome physical or emotional obstacles. By reading reading that contains obstacles and gaining insight about how the characters in the book overcome similar problems, clients can overcome problems related to obstacles or problems that they have. The material in the implementation of the bibliotherapy technique used in this study describes the figure who has a problem of self-confidence until finally the figure finds a

way to get rid of his shame into self-confidence. This is in line with research conducted by Eem Munawaroh & Afriyadi Sofyan who said that the effectiveness of bibliotherapy is supported by several factors. One of them is in the selection of materials used in bibliotherapy techniques that are appropriate to the circumstances of the subject (Eem Munawaroh & Afriyadi Sofyan, 2018, p. 154-161).

In addition there are some readings that illustrate the misfortune of a character such as an imperfect body condition but can develop his potential so that he can live a good life. It can be used as learning for subjects who have complete body parts should be more able to develop their potential. Furthermore, the subject is also given time to read the story with enough free time so that the subject can appreciate and understand the contents of the reading and internalize the values in the reading. There are several advantages of books that can help the subject to increase self-confidence. The story in the reading provided shows how a person can get out of the problems experienced by the subject. These values can produce understanding to the subject that the subject is not the only person who has a problem of self-confidence. Another advantage is that the story provided is a coping technique shown by the characters in the story can provide alternative coping. The subject can mimic the way in which the characters in the story can handle the problem (Eem Munawaroh & Afriyadi Sofyan, 2018, p. 154-161).

In this study, bibliotherapy can increase the confidence of students living in orphanages. This is inseparable from factors outside of research, namely modeling or imitation. According to Albert Bandura modeling, that is imitation carried out by the model and involves adding and reducing observed behavior, generalizing various observations while also involving cognitive processes (Alwisol, 2019). Caregivers and caretakers also act as models for adolescents living in orphanages. Caregivers and caretakers become models by behaving positively and giving examples so that children can be emulated. This is done because the caretakers and caregivers are tasked to replace the role of a father and mother for children who live in the Mafaza orphanage. In addition, the role of peers is very influential on the success to increase one's confidence. Many of the subjects claimed to be motivated to become a better person by seeing their friends who have high self-confidence.

In addition to outside influences, increasing the subject's self-confidence was different. There are those that increase a lot and there are those that increase a little. Subjects who have the habit of reading may not necessarily get a high increase. However, students who rarely read can actually increase their confidence scores more. This is seen from the results table pretest and posttest confidence scale of research subjects.

Conclusion

Bibliotherapy techniques can increase student confidence, but there are some limitations, namely meetings that are only held 3 times are considered less than optimal. This is because the time is limited considering students who are the subject of research have busy activities. In addition,

researchers did not use the control group as a comparison group to increase the confidence score experienced by the research subjects. The material used in this bibliotherapy technique still needs to be refined, so that further research is expected to dig deeper into the material. Researchers can then examine the theme of self-confidence by collaborating using other counseling techniques that are more suitable. The researcher hopes that the next researcher can use more detailed experimental methods such as presenting 2 groups, namely the experimental group and the control group. This is intended to make a comparison between the groups that received the treatment and the groups that did not receive treatment.

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